

POWER UP WEEKLY

YOUR MIND IS A GARDEN. YOUR THOUGHTS ARE THE SEEDS. YOU CAN GROW FLOWERS OR YOU CAN GROW WEEDS.

TAKEN FROM INSPIRATIONALQUOTESGAZETTE.COM

THIS WEEK'S GROWTH MINDSET IS A FUN HANDS-ON ACTIVITY. WE HOPE IT WILL HELP YOU AND YOUR STUDENTS START OFF THE NEW NINE-WEEKS IN A POSITIVE WAY. BE SURE TO ENTER THIS WEEK'S CONTEST TO WIN THE COLLABORATION STICKIE NOTE BUNDLE.

~OFFICE OF ACCELERATION & INNOVATION

CLASSROOM GROWTH MINDSET ACTIVITY

HAVE YOU EVER HEARD THESE PHRASES FROM YOUR STUDENTS? "I GIVE UP",

"I CAN'T DO THIS" OR "HE IS SMARTER THAN ME BECAUSE HE ALREADY HAS FINISHED" ?!

HELP YOUR STUDENTS CHANGE THEIR MINDSET, BUILD PERSEVERANCE AND PERSISTENCE USING THIS ACTIVITY. THE ONLY SUPPLIES NEEDED ARE PAPER AND SCISSORS. IN ADDITION TO BUILDING THEIR GROWTH MINDSET, THIS IS A GREAT OPPORTUNITY TO BUILD IN JOURNALING OR WRITING PRACTICE USING THE 10 WHAT QUESTIONS FROM VOLUME 7. CLICK ON THIS LINK FOR DIRECTIONS:

<http://blog.classcreator.io/teaching-kids-to-struggle-growthmindset>.

REMEMBER: A STUDENT'S MINDSET IS THE MOST IMPORTANT ELEMENT TO THEIR SUCCESS, BOTH IN THE SHORT AND LONG TERM. IF WE CAN HELP A STUDENT FEEL MORE COMFORTABLE WITH STRUGGLING, WE CAN BREAK THEM FREE FROM THE FEAR OF "HAVING A GO".



TEACHER SUCCESS STORY

IN SO MANY ASPECTS OF STUDENTS' LIVES, FROM EDUCATION TO SPORTS, TO PERSONAL RELATIONSHIPS AND LEADERSHIP OPPORTUNITIES, HOW AN INDIVIDUAL PERCEIVES THEIR OWN SUCCESS OR FAILURE CAN DEPEND ON HAVING A POSITIVE MENTAL OUTLOOK, AND WILLINGNESS TO PURSUE THEIR GOALS. EMBRACING A GROWTH MINDSET ALLOWS STUDENTS THE COURAGE TO BELIEVE THAT A PERSON'S TRUE POTENTIAL CAN GROW THROUGH LEARNING, EFFORT, EXPERIMENT, AND DETERMINATION. IF STUDENTS UNDERSTAND THIS CONCEPT, THEIR ABILITY TO PERSEVERE IN THEIR ACADEMICS AND PERSONAL LIVES, EVEN (OR ESPECIALLY) WHEN IT'S NOT GOING WELL, IS A TRUE INDICATION OF A GROWTH MINDSET. UNDERSTANDING A GROWTH MINDSET ALLOWS STUDENTS TO THRIVE DURING SOME OF THE MOST CHALLENGING TIMES IN SCHOOL AND PERSONAL EXPERIENCES. POSSESSING A GROWTH MINDSET FOCUSES ON CONTINUAL LEARNING AND IMPROVING WHICH WILL ULTIMATELY INCREASE STUDENTS' ACADEMIC AND PERSONAL SUCCESS.

CARRIE SPRUELL OF BRIGHAM ACADEMY

INTERRUPT NEGATIVE THOUGHT LOOPS AND REPLACE THEM WITH POSITIVE ONES

Your thoughts can swirl into a tornado — taking you to places of purpose or pathetic places of self-induced agony. Your thoughts create a mental momentum that spills over into your physical world.

On a recent episode of *Every Classroom Matters*, Sir John Hargrave, author of *Mindhacking*, talked about “thought loops.” Thought loops are those repeated loops of things we say to ourselves. Part of self-awareness and metacognition is the ability to pull back and observe your thoughts from a distance. For example, early in my career I was struggling with classroom management. I found myself thinking “I can’t manage my classroom.” The more I said this, the more helpless I became. I quickly switched this stinkin’ thinkin’ to “I will learn how to better manage my classroom and become a better teacher.” I did. Gandhi said, “I will not let anyone walk through my mind with his dirty feet.” Sometimes we’re the one with dirty feet and the negativity comes from ourselves. Sometimes our thoughts echo negative things people have said to us that we won’t let go. We can master our thoughts and redirect our abilities. Interrupt your negative thoughts and replace them with positive ones. Even if you have to talk to yourself. Redirect your thoughts and regain your mind.

JENSEN’S 7 MOST VALUABLE TEACHING GOALS FOR THIS YEAR**VARIETY IN INSTRUCTION**

EVERY STUDENT HAS A UNIQUE PERSONALITY, CHARACTER, AND LIST OF PREFERENCES. HELP MAKE YOUR CLASS MORE FUN AND ONE THAT REACHES MORE STUDENTS. MAKE IT A GOAL THIS YEAR TO ADD ONE MORE CONSISTENT SOURCE OF INSTRUCTION. FOR EVERY STUDENT WHO STRUGGLES IN YOUR CLASS, THERE’S A NEW STRATEGY WAITING TO BE USED.

A) VARY SOCIAL STRUCTURES: SOLO, PARTNERS, SMALL GROUPS, TEAMS, COOPERATIVE LEARNING AND WHOLE CLASS. NO MATTER WHICH ONE YOU USE, STUDENTS WILL GET A BIT BORED WITH IT. USE NOVELTY; SWITCH YOUR SOCIAL STRUCTURE EVERY 20-40 MINUTES. YOU MIGHT STILL HAVE A “BASE” STRUCTURE; ONE THAT STUDENTS STAY IN FOR THE BULK OF THE TIME. IN FACT, THAT SHOULD BE A GIVEN. BUT ENSURE STUDENTS DON’T GET STALE. SHAKE THINGS UP NOW AND THEN.

B) VARY SOURCE OF CONTENT: ONLINE, HARD COPY TEXTS, EACH OTHER, PERSONAL EXPERIENCES, INTERVIEWS AND OF COURSE, YOU! IN TODAY’S WORLD, THE POSSIBILITIES ARE ENDLESS.

C) VARY ACTIVITIES FOR LEARNING: CASE STUDY, PROJECTS, INQUIRY, PRESENTATION TO BE MADE, MAPPING, PRE-TEST, PROBLEM SOLVING, STUDENT BASED QUIZ, PRODUCT TO BE PRODUCED AND PROJECTS TO BE COMPLETED (VIDEO, POSTERS, DOCUMENTS, JOURNALS, PICTURES).

D) VARIETY IN TRANSFER: YOU KNOW THE FEELING—WHEN YOU WORK HARD TO GET STUDENTS TO BUY-IN, THEN YOU DEEPEN THE LEARNING... AND NOW, IT’S TEST TIME. SO OFTEN AT TEST TIME, THERE’S DISAPPOINTMENT BECAUSE YOU THOUGHT FOR SURE YOUR STUDENTS WOULD DO BETTER. SOMETIMES THE ISSUE IS TRANSFER. TRANSFER MEANS:

- 1) DO YOUR STUDENTS REALLY UNDERSTAND THE CONTENT IN THE FORM THAT IT WILL BE ON THE TEST?
- 2) CAN THEY SHOW WHAT THEY KNOW UNDER THE CONDITIONS OF THE TEST?

TRANSFER REMINDS US THAT YOU’LL NEED TO ENSURE WITH A FORMATIVE ASSESSMENT THAT THE STUDENTS REALLY DO KNOW WHAT YOU HOPE THEY DO. GIVE STUDENTS PLENTY OF PRACTICE OPPORTUNITIES TO SHOW THAT THEY KNOW THE CONTENT UNDER THE STRESSFUL CONDITIONS OF A TEST. TRANSFER IDEAS: PRACTICE TAKING SIMILAR TESTS IS A SMART IDEA. OR, STUDENTS CAN SUBMIT POTENTIAL TEST Qs ON CARDS, AND EVERY STUDENT PICKS A CARD. THEY PAIR UP, AND EACH STUDENT WILL QUIZ A PARTNER WITH A TIME CONSTRAINT (E.G. 30” OR LESS), DEPENDING ON THE TYPE OF QUESTION. ADDITIONALLY, USE SMALL GROUP QUIZZING WHERE STUDENTS TAKE TURNS PLAYING THE ROLE OF TEAM LEADER, CALLING ON THE OTHER STUDENTS, USING THE BASKET OF POTENTIAL Qs AS THE CONTENT.

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YOUR CHANCE TO WIN! SEND AN EMAIL TO: OAI@POLK-FL.NET PLEASE RESPOND TO THE FOLLOWING STATEMENT:

**IN WHAT WAYS, DO YOUR OWN STATEMENTS ABOUT LEARNING, SUPPORT A GROWTH MINDSET?
WHAT CAN YOU SAY TO STUDENTS ABOUT THEIR WORK THAT SUPPORTS A GROWTH MINDSET?**